

<b>School Name:</b> Spring Place Elementary	
<b>School Mailing Address:</b> 2795 Leonard Bridge Rd. Chatsworth, GA 30705	
<b>LEA Name:</b> Murray County Schools	
<b>LEA Title One Director/Coordinator Name:</b> Barbie Kendrick	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b> September 26, 2013
<b>LEA Title One Director/Coordinator Mailing Address:</b> Murray County Schools Central Office P.O. Box 40 1006 Green Rd. Chatsworth, GA 30705	
<b>Email Address:</b> LEA Title One Director email address: barbie.kendrick@murray.k12.ga.us Spring Place Elementary Principal's email address: donna.standridge.murray.k12.ga.us	
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## Title I Schoolwide/School Improvement Plan

### Title I Planning / School Leadership Team Members:

NAME	POSITION/ROLE
Donna Standridge	Principal
Michelle Ridley	Assistant Principal
Jennifer Lents	Curriculum and Instruction Facilitator
Rebecca Bishop	Media Specialist
Regina Mantooth	Kindergarten Teacher
Allison Harrison	Second Grade Teacher
Karen Edwards	Third Grade Teacher
Stephanie Clayton	Fourth Grade Teacher
Tabitha McEntire	Fifth Grade Teacher
Alan Pacheco	Sixth Grade Teacher
Ashley Lawson	EIP Teacher, Fast ForWord Lab Director
Celeste Sherrill	Lead ESS Teacher
Amy Bagley	EXCEL Teacher
Larranda Roberson	Parent
Paige Holder	Parent
Billy Gillespie	Parent
Shelley Gillespie	Parent
Jennifer Knotts	Parent
Barbie Kendrick	LEA Title One Program Director, Elementary Curriculum Director
Michael Tuck	Pupil Services

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were members of the Title I Planning / School Leadership Team.

*The ways they were involved were:*

Members of the team analyzed schoolwide and subgroup data. The analysis led the team to cite the following areas of growth and improvement:

- Student Academic Achievement
- Teacher and Staff Needs
- Student Attendance
- Parental Involvement

B. *We have used the following instruments, procedures, or processes to obtain this information*

- Analyzing data from:
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next, which measures the acquisition of early literacy skills from kindergarten through sixth grade
  - End of Year Tests for Grades 1 and 2 that measure the students' mastery of the Georgia Performance Standards (GPS) and the Common Core Georgia Performance Standards (CCGPS)
  - The Criterion-Referenced Competency Test (CRCT) that measures the students' mastery of the GPS and the CCGPS
  - The Georgia State Writing Exam which measures written expression skills in four domains: ideas, organization, style, and conventions
  - Attendance Data from Infinite Campus
  - Grade Level Benchmark Tests
- Brainstorming to conduct a Comprehensive Needs Assessment and reporting the findings to the faculty at a schoolwide planning team meeting

C. *We have taken into account the needs of migrant children by agreeing to follow these procedures should these students be in attendance at Spring Place Elementary:*

- Based on an individual needs assessments, the needs of migrant students will be determined and met in these areas:
  - Academic and instructional subjects, settings, techniques, and materials
  - Staffing

D. *We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.*

- Spring Place will focus on meeting schoolwide goals:
  - increasing the percentages of students meeting and exceeding the standards in all

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subject areas by 5 percentage points

- increasing the percentage of students scores in math (grades 4,5, and 6) by 5 percentage points
- increasing the percentage of students' scores in science and social studies by 5 percentage points.

**DIBELS EOY 2013 Results:**

	BENCHMARK	STRATEGIC	INTENSIVE
KINDERGARTEN	77%	18%	5%
FIRST GRADE	58%	20%	22%
SECOND GRADE	52%	16%	32%
THIRD GRADE	76%	8%	16%
FOURTH GRADE	55%	14%	31%
FIFTH GRADE	62%	13%	25%

**DIBELS Fall 2013 Results:**

	BENCHMARK	STRATEGIC	INTENSIVE
KINDERGARTEN	24%	22%	54%
FIRST GRADE	63%	15%	22%
SECOND GRADE	58%	11%	31%
THIRD GRADE	32%	17%	56%
FOURTH GRADE	65%	15%	20%
FIFTH GRADE	45%	29%	26%

**End of Year (EOY) Math Test Results 2013**

**EOY First Grade Math Test Results 2013**

**District: 88.35% Meets and Exceeds**

**SPE First Grade: 86.46% Meets and Exceeds**

**EOY Second Grade Math Test Results 2013**

**District: 83.97% Meets and Exceeds**

**SPE First Grade: 82.86% Meets and Exceeds**

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**College and Career Ready Performance Index (CCRPI) 2012 Achievement Scores**

**Content Mastery:**

<b>Elementary School Indicators</b>	<b>Benchmark for Indicator (%)</b>	<b>Performance on Indicator (%)</b>
Percent of students scoring at Meets or Exceeds on the English Language Arts CRCT (required participation rate >= 95%)	<b>100</b>	<b>86.6</b>
Percent of students scoring at Meets or Exceeds on the Reading CRCT (required participation rate >= 95%)	<b>100</b>	<b>91.9</b>
Percent of students scoring at Meets or Exceeds on the Mathematics CRCT (required participation rate >= 95%)	<b>100</b>	<b>78.1</b>
Percent of students scoring at Meets or Exceeds on the Science CRCT (required participation rate >= 95%)	<b>100</b>	<b>80.1</b>
Percent of students scoring at Meets or Exceeds on the Social Studies CRCT (required participation rate >= 95%)	<b>100</b>	<b>75.5</b>

**College and Career Ready Performance Index (CCRPI) 2012 Achievement Scores**

**Post Elementary School Readiness:**

<b>Elementary School Indicators</b>	<b>Benchmark for Indicator (%)</b>	<b>Performance on Indicator (%)</b>
Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	<b>100</b>	<b>90.2</b>
Percent of Students With Disabilities served in general education environments greater than 80% of the school day	<b>65</b>	<b>93.0</b>

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Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate >= 95%)	<b>100</b>	<b>78.7</b>
Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	<b>86.4</b>	<b>43.9</b>
Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850	<b>87.8</b>	<b>49.4</b>
Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters (operational in 2012-2013)	<b>NA</b>	<b>NA</b>
Student Attendance Rate (%)	<b>99.4</b>	<b>95.89</b>

**College and Career Ready Performance Index (CCRPI) 2012 Achievement Scores  
Predictor for High School Graduation:**

<b>Elementary School Indicators</b>	<b>Benchmark for Indicator (%)</b>	<b>Performance on Indicator (%)</b>
Percent of students in Grade 5 passing at least 4 courses in 4 content areas (ELA, mathematics, science, social studies) (optional in 2012; required 2013 and beyond)	<b>100</b>	<b>83.5</b>
Percent of CRCT assessments scoring at the Exceeds level	<b>65.7</b>	<b>27.3</b>

**Schoolwide Combined CRCT Results 2012-2013**

	<b>DID NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
LANGUAGE	9.2%	59.9%	30.9%
MATHEMATICS	12.8%	54.6%	32.6%
READING	7.9%	54.4%	37.6%
SCIENCE	13.0%	52.2%	34.8%
SOCIAL STUDIES	17.4%	60.8%	21.8%

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**Schoolwide Combined CRCT Results 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	9.5%	61.3%	29.2%
MATHEMATICS	24.3%	52.0%	23.7%
READING	12.8%	58.2%	29.1%
SCIENCE	16.9%	46.3%	36.8%
SOCIAL STUDIES	21.4%	58.5%	20.1%

**CRCT Results by Third Grade 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	8.1%	53.5%	38.4%
MATHEMATICS	8.2%	42.4%	49.4%
READING	11%	40.7%	48.4%
SCIENCE	10.3%	51.7%	37.9%
SOCIAL STUDIES	13.8%	64.4%	21.8%

**CRCT Results by Third Grade 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	13.7%	58.9%	27.4%
MATHEMATICS	25.3%	43.2%	31.6%
READING	13.3%	61.0%	25.7%
SCIENCE	16.7%	43.1%	40.2%
SOCIAL STUDIES	31.7%	57.4%	10.9%

**CRCT Results by Fourth Grade 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	14.9%	58.5%	26.6%
MATHEMATICS	14.6%	55.1%	30.3%
READING	10.9%	51.1%	38.0%
SCIENCE	14.6%	51.0%	34.4%
SOCIAL STUDIES	20.8%	61.5%	19.2%

**CRCT Results by Fourth Grade 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	11.3%	59.2%	29.6%
MATHEMATICS	22.5%	43.7%	33.8%
READING	12.9%	57.1%	30.0%
SCIENCE	19.2%	39.7%	41.1%
SOCIAL STUDIES	11.1%	59.7%	29.2%

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**CRCT Results by Fifth Grade 2012- 2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	3.9%	61.8%	34.2%
MATHEMATICS	11.1%	56.8%	32.1%
READING	5.2%	71.4%	23.4%
SCIENCE	11.4%	46.8%	41.8%
SOCIAL STUDIES	19.2%	61.5%	19.2%

**CRCT Results by Fifth Grade 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	9.3%	62.7%	28.0%
MATHEMATICS	29.7%	52.7%	17.6%
READING	21.6%	60.2%	18.2%
SCIENCE	25.6%	41.0%	33.3%
SOCIAL STUDIES	26.0%	66.2%	7.8%

**CRCT Results by Sixth Grade 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	8.6%	66.7%	24.7%
MATHEMATICS	21.8%	62.8%	15.4%
READING	3.8%	57.5%	38.8%
SCIENCE	15.7%	59.0%	25.3%
SOCIAL STUDIES	15.7%	55.4%	28.9%

**CRCT Results by Sixth Grade 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	2.7%	64.9%	32.4%
MATHEMATICS	18.1%	70.8%	11.1%
READING	1.4%	52.7%	45.9%
SCIENCE	5.5%	63.0%	31.5%
SOCIAL STUDIES	12.3%	50.7%	37.0%

**CRCT Results by SWD 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	28.6%	67.9%	3.6%
MATHEMATICS	38.9%	61.1%	
READING	13.0%	82.6%	4.3%
SCIENCE	54.3%	37.1%	8.6%
SOCIAL STUDIES	62.9%	34.3%	2.9%



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**CRCT Results by SWD 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	52.9%	47.1%	
MATHEMATICS	64.3%	35.7%	
READING	27.8%	66.7%	5.6%
SCIENCE	55.6%	40.7%	3.7%
SOCIAL STUDIES	57.7%	42.3%	

**CRCT Results by EIP 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	27%	69%	3%
MATHEMATICS	23%	68%	10%
READING	23%	60%	11%
SCIENCE	23%	66%	11%
SOCIAL STUDIES	32%	63%	5%

**CRCT Results by EIP 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	29%	71%	
MATHEMATICS	50%	43%	7%
READING	33%	64%	3%
SCIENCE	43%	55%	2%
SOCIAL STUDIES	45%	53%	2%

**CRCT Results by Gifted 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE		9.5%	90.5%
MATHEMATICS		14.3%	85.7%
READING		9.5%	90.5%
SCIENCE		4.8%	95.2%
SOCIAL STUDIES		23.8%	76.2%

**CRCT Results by Gifted 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE		6.7%	93.3%
MATHEMATICS		13.8%	86.2%
READING		16.7%	83.3%
SCIENCE		10.3%	89.7%
SOCIAL STUDIES		20.7%	79.3%

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**CRCT Results by ELL 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	21.8%	72.7%	5.5%
MATHEMATICS	21.4%	62.5%	16.1%
READING	19.3%	68.4%	12.3%
SCIENCE	18.2%	72.7%	9.1%
SOCIAL STUDIES	29.1%	65.5%	5.5%

**CRCT Results by ELL 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE	23.9%	73.9%	2.2%
MATHEMATICS	48.1%	48.1%	3.7%
READING	30.9%	67.3%	1.8%
SCIENCE	45.8%	52.1%	2.1%
SOCIAL STUDIES	47.8%	52.2%	

**CRCT Results by Migrant 2012-2013**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE			100%
MATHEMATICS	50.0%	50.0%	
READING			100%
SCIENCE			100%
SOCIAL STUDIES		100%	

**CRCT Results by Migrant 2011-2012**

	DID NOT MEET	MEETS	EXCEEDS
LANGUAGE			100%
MATHEMATICS			100%
READING			100%
SCIENCE			100%
SOCIAL STUDIES			100%

**5<sup>th</sup> Grade Writing Test Results**

	SPE 2013	SPE 2012	SPE 2011	SPE 2010
Number tested	78	78	81	
PL 1	17	18	15	
DNM	22%	22%	16%	36%
M and E	78%	78%	84%	64%
Exceeds	8%			

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**Attendance Data**

**Spring Place Elementary Schoolwide:**

	ZERO ABSENCES	1-5 ABSENCES	6-10 ABSENCES	>10 ABSENCES
2012-2013	19%	37%	24%	20%
2011-2012	23%	43%	21%	13%

*After reviewing the attendance data, the following areas were marked for improvement:*

- Attendance data shows that SPE has a higher percentage of students with zero absences than the state average. SPE’s data and the state’s averages are similar.
- Goal: SPE will raise the percentage of students with zero absences by 5 percentage points.
- Goal: SPE will decrease the percentage of students with more than 10 absences by 5 percentage points.

A. *We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including:*

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency

B. The data has helped us reach conclusions regarding achievement or other related data.

**The major strengths we found in our program were:**

- Second Grade
  - Percentages of students meeting or exceeding the standards increased or stayed the same in every area on the End of Year Test.
- Third Grade
  - In 2012-2013, the scores on the CRCT were higher in Science, Math, and Reading. Exceeds in Science were 40%. Exceeds in Math were 31.6%, and Exceeds in Reading were 48.4%.
- Fourth Grade
  - Students made gains in this CRCT: Reading.
  - Each subgroup made gains.
- Fifth Grade
  - The number of “Exceeds” writing scores was raised from 7% in 2011 to 8% in 2012.
  - The number of students meeting or exceeding in math was 94% in 2013.

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- Sixth Grade
  - Sixth grade students' CRCT scores were higher in math, language than they were in science and social studies.
  - CRCT reading scores increased from last year.
- ESS
  - SWD CRCT scores increased in the areas of Language, Math, and Reading. In Language, there was a 21% increase in meeting the standards. In Math, there was a 25% increase in meeting the standards. In Reading, there was a 16% increase in meeting the standards.
- EIP
  - All subject areas increased in percentages of Meets and Exceeds CRCT scores from 2011-2012 to 2012-2013.
  - All subject areas increased in percentage of Exceeds CRCT scores from 2011-2012 to 2012-2013.
- Gifted (EXCEL)
  - All Excel students Meet/Exceeded all content areas of the CRCT and end of the year tests.
  - Students participate in a curriculum that is interdisciplinary and well versed in support students as they grow as 21<sup>st</sup> Century learners.
- EL (SPE English Learners)
  - EL student scores on the CRCT in Language increased by 3.3% in the Exceeds category from the 2011-12 school year to the 2012-13 school year.
  - EL student scores on the CRCT in Reading increased by 10.5% in the Exceeds category from the 2011-12 school year to the 2012-13 school year.
  - EL student scores on the CRCT in Reading and Language decreased in the Did Not Meet category from the 2011-12 school year to the 2012-13 school year.
  - DIBELS scores fro the EL students in grades K-6 remained the same or were slightly improved.

**The major needs we discovered were:**

- Kindergarten
  - All students were not fluent in their math facts, especially subtraction.
  - The students need to meet the 100% Benchmark on DIBELS.
- First Grade
  - 14% of the students did not meet EOY Math Standards. 22% of the students are in the intensive area on DIBELS.
  - The students need to meet the 100% Benchmark on DIBELS.

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- Second Grade
  - Most students were not fluent in their math facts at the end of the 2012-2013 school year. There needs to be improvement on the students' DIBELS scores (Oral Reading Fluency).
  - The students need to meet the 100% Benchmark on DIBELS.
- Third Grade
  - There needs to be improvement in Social Studies overall. There needs to be more Exceeds in the Reading portion of the CRCT.
  - The students need to meet the 100% Benchmark on DIBELS.
- Fourth Grade
  - Social Studies scores were 80.7% meeting and exceeding on the CRCT. This did not meet our goals, and we are striving to improve this.
  - The students need to meet the 100% Benchmark on DIBELS.
- Fifth Grade
  - Fifth grade students' writing scores were down 3% from 81% in 2011 to 78% in 2012.
  - Science and Social Studies CRCT scores did not meet our goals.
  - The students need to meet the 100% Benchmark on DIBELS.
- Sixth Grade
  - The students' scores on the science and social studies portions of the 2012 CRCT decreased.
  - The students need to meet the 100% Benchmark on DIBELS.
- EIP
  - Although the Does Not Meet CRCT percentages have decreased from 2011-2012 to 2012-2013, there still remains a sizeable number of students who Do Not Meet grade level standards on the CRCT.
- EL (SPE English Learners)
  - EL reading Vocabulary scores on the End of Year test decreased from the 2011-12 school year to the 2012-13 school year.
  - EL Reading comprehension scores on the End of Year test decreased from the 2011-12 school year to the 2012-13 school year.
  - There needs to be more of an emphasis on vocabulary instruction for EL students in the areas of Math, Science, and Social Studies.

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**The needs we will address are:**

**Schoolwide:**

- There will be a schoolwide focus on improving the students' mastery of the skills reflected in the Georgia Performance Standards (GPS) and the Common Core Georgia Performance Standards (CCGPS).
- Each faculty member will commit to going above and beyond the call of duty to ensure that 90% of their students meet or exceed the standards in every area of the End of Year Test and the CRCT.
- Helping the students achieve their highest potentials regardless of their socioeconomic statuses will be a goal of each faculty member at Spring Place. Each faculty member will strive to see the potential in each student and will strive to help him / her reach that potential.
- There will be a strong focus on encouraging students to strive to have good behavior:
  - Spring Place will continue to implement the Georgia Department of Education's Positive Behavior Interventions and Support program: Faculty and staff are focusing on decreasing behavior referrals to the office so that students can have more instructional time. Rewards and celebrations occur throughout the year and data is recorded.
- There will be a strong focus:
  - writing in all the content areas
  - giving students the necessary scaffolding to successfully read and comprehend informational text indicative of higher Lexile complexity levels
  - Science and Social Studies (to improve CRCT scores)
- Teachers will continue to implement school-wide reform strategies that:
  - Are scientifically researched-based and provide opportunities for all children in the school to meet or exceed the CCGPS
  - Emphasize the use of instruction time that will increase the quality of student learning
  - Address the needs of all children and focus on those in RTI, Tier III
- Teachers will continue to assist those who are not meeting standards or are performing below grade level.
- Teachers will use measures to be aware of students' performance or lack thereof.
- Teachers will contact all parents and provide them with the information regarding their students' academic strengths and weaknesses.
  - Are based on effective means of raising student achievement

**The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:**

- Through daily differentiation in classrooms, teachers will address the needs of all children – particularly targeted populations – and will address how the school will

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determine if such needs have been met and are consistent with improvement plans approved under Educate America Act.

- Teachers will continue to implement activities to ensure that students who experience difficulty mastering standards will be provided with effective, timely assistance, which will include:
  - Measures to ensure that students' difficulties are identified on a timely basis
  - Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties
  - Teacher – parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community

**The ROOTCAUSE/s that we discovered for each of the needs were:**

- Absences due to student illnesses

C. The measurable goals/benchmarks we have established to address the needs are:

- Kindergarten
  - Kindergarten teachers will continue striving to have 100% of their students reading on level by the end of the year. Kindergarten teachers will work on having 100% of their students fluent in their math facts by the end of the year.
  - Students will reach the 100% Benchmark on DIBELS.
- First Grade
  - First grade teachers will continue striving to have 100% of their students reading on level by the end of the year and to have 90% of their students fluent in their math facts by the end of the year.
  - First grade teachers will work to improve the students' grammar and sentence construction skills.
  - 100% of first graders will meet or exceed the standards in every area on the End of Year Test.
  - Students will reach the 100% Benchmark on DIBELS.
- Second Grade
  - Second grade teachers will continue to increase the number of students who read on their grade level by the end of the year.
  - Second grade teachers will continue to increase the number of students who master addition and subtraction facts within 3 seconds by the end of the year.
  - Second grade teachers will continue to increase the number of students who meet or exceed on the End of the Year Test in all subject areas.
  - Students will reach the 100% Benchmark on DIBELS.

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- Third Grade
  - Third grade teachers will continue to increase the number of students who meet or exceed the standards on the CRCT.
  - Third grade teachers will work to increase the students' understanding of the Reading and Social Studies standards.
  - Teachers want to see an all-around increase in the CRCT scores in Reading from 90% to 92% and in Social Studies from 86.2% to 90%.
  - 90% of third graders will meet or exceed the standards in every area on the CRCT.
  - Students will reach the 100% Benchmark on DIBELS.
  
- Fourth Grade
  - Fourth grade teachers will continue to increase the number of students who meet or exceed the standards on the CRCT.
  - 90% of fourth graders will meet or exceed the standards in every area on the CRCT.
  - Fourth grade teachers will work to increase the students' understanding of the Social Studies standards.
  - Students will reach the 100% Benchmark on DIBELS.
  
- Fifth Grade
  - Fifth grade teachers will continue to increase the number of students who meet or exceed the standards on the CRCT.
  - 90% of fifth graders will meet or exceed the standards in every area on the CRCT.
  - Students will reach the 100% Benchmark on DIBELS.
  
- Sixth Grade
  - Sixth grade teachers will continue to increase the number of students who meet or exceed the standards on the CRCT.
  - 90% of sixth graders will meet or exceed the standards in every area on the CRCT.
  - Students will reach the 100% Benchmark on DIBELS.

**Goal 1: Student Achievement**

**Desired results for Student Learning:** Students will demonstrate higher competencies in the areas of Reading/ELA; Math; Science and Social Studies.

**Kindergarten**

**Goal Statement:**

- The goal is to have students master 70 sight words. Students who master the pre-primer and primer words will be accelerated to 1<sup>st</sup> grade words.
- 100% will master basic addition and subtraction facts from 0—5 (per CCGPS)



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- 100% of students will reach the following DIBELS Next Benchmark Goals on DIBELS First Sound Fluency (FSF):

	Beginning of Year	Middle of Year	End of Year
Sounds Correct	10	30	NA

- 100% of students will reach the following DIBELS Next Benchmark Goals on Phoneme Segmentation Fluency (PSF):

	Beginning of Year	Middle of Year	End of Year
Segmentation Identification	NA	20	40

- 100% of students will reach the following DIBELS Next Benchmark Goals on Nonsense Word Fluency (NWF)

	Beginning of Year	Middle of Year	End of Year
Correct Letter Sounds	NA	17	28

- 100% of students will attain the following DIBELS composite scores, combinations of multiple DIBELS scores, which provide the best overall estimate of the students' reading proficiencies.

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	26	122	119

**Actions, Strategies, and Interventions:**

- Best Practices in Language Arts and Math
- PowerPoint practice
- Teacher Talk
- Read with Sarah (RWS)—Story Puzzle
- Dot flash cards
- 10 frames; +0 and +1 addition facts
- Harcourt Phonics Express (Level 1)
- Picture sorts
- FCCR Activities
- daily journals
- Sight Words
- Writing activities
- engage all students with 21st century technology (*Learning.com*)
- Use of technology to reinforce CCGPS standards and technology skills (i.e. *Starfall*,

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Literative, Learning.com, Xtra Math*)

- monitor alignment of unit and pacing guides to the CCGPS; analyze GKIDS data to identify specific domains that need improvement
- increase parental involvement in student achievement
- increase higher order thinking skills
- provide academic goal setting opportunities
- strengthen vocabulary development through the use of Interactive Read-Alouds
- improve understanding of math concepts through increased use of manipulatives
- improve fluency of basic math facts
- Differentiated instruction based on DIBELS, Numeral Fluency, GKids, and individual assessments

**Timeline:** September 2013 ongoing

**Estimated Costs, Funding Sources, and Resources:**

- chart paper, \$7.29 each
- sentence strips, \$3.78 per pack of 36 = \$113.40
- markers, \$8.49 each; construction paper, \$2.39 per pack = \$358.50 (150 packs)
- sheet protectors, \$22.69 per box
- file folders, \$19.59 per box
- paper
- computers, \$950
- ipads and mini ipads
- grade level printer
- print cartridges
- ACTIVboards
- projector
- ACTIVWands
- Content Area Teacher Training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher
- *Education City*, \$3500 per year
- *Tumblebooks*, \$359.10 per year
- *BrainPOP School Combo*, \$1,425 per year
- *Reading Eggs*, \$1,759
- *Learning.com*, \$3,900
- *Fast ForWord*
- Poverty Training
- Depth of Knowledge Training
- Common Core Georgia Performance Standards (CCGPS) training and

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

implementation

**Artifacts:**

- RWS sight word checklist and assessment
- GKIDS
- DIBELS Next
- Numeral Fluency
- End of Year Math Fact Fluency Add / Sub Facts 0-5
- progress monitoring
- work samples
- analyzed student work
- teacher commentary
- professional development with math professionals
- teacher/student conferencing time
- parental involvement
- English Language classes
- Parent Resource Center housed in the media center
- Data notebooks
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans;
- CCGPS
- (GaDOE) Frameworks
- Rubrics
- Essential Questions and Standards posted in classrooms

**Evidence:**

- Teachers can identify the strengths and weaknesses of individual students.
- Teachers can adjust instruction based on needs.
- Teachers can group their students based on needs.
- Parents and teachers communicate about student work and progress.

**First Grade**

**Goal Statement:**

- For 2013-2014, First Grade is aiming to reach the goal of having 80% of the students pass the Reading / ELA Benchmark Post – Test and 85% of the students pass the Math Benchmark Post-Test or show a 30% gain.

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- 100% of students will reach the following DIBELS Next Benchmark Goals on Phoneme Segmentation Fluency (PSF):

	Beginning of Year	Middle of Year	End of Year
Segmentation Identification	40	NA	NA

- 100% of students will reach the following DIBELS Next Benchmark Goals on Nonsense Word Fluency (NWF)

	Beginning of Year	Middle of Year	End of Year
Correct Letter Sounds	27	43	58
Whole Words Read	1	8	13

- 100% of students will reach the following DIBELS Next Benchmark Goals on DIBELS Oral Reading Fluency (DORF)

	Beginning of Year	Middle of Year	End of Year
Words Correct	NA	23	47
Accuracy	NA	78%	90%
Retell	NA	NA	15

- 100% of students will attain the following DIBELS composite scores, combinations of multiple DIBELS scores, which provide the best overall estimate of the students' reading proficiencies.

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	113	130	155

**Actions, Strategies, and Interventions:**

- Picture sort
- Instruction in the following areas:
  - beginning, middle, and ending sounds
  - blends and digraphs
  - capitalization
  - punctuation
  - comprehension
  - vocabulary
  - addition facts
  - place value
  - money

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Best Practices in Language Arts and Math

**Timeline:** September 2013 ongoing

**Estimated Costs, Funding Sources, and Resources:**

- Content area teacher training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher
- sentence strips, \$3.78 each
- markers, \$8.49 per pack
- construction paper, \$2.39 per pack
- Zaner Bloser practice paper, \$4.28 per pack
- file folders, \$19.59 per box
- sheet protectors, \$22.69 per box
- index cards, \$3.19 per pack
- *Education City*, \$3500 per year
- *Tumblebooks*, \$359.10 per year
- *netTrekker*, \$1,775
- *BrainPOP School Combo*, \$1,425 per year
- computers, \$950
- ipads and mini ipads
- grade level printer
- cellophane tape, \$1.09 each
- horseshoe tables , \$185.10
- *Reading Eggs*, \$1,759
- *Learning.com*, \$3,900
- *Fast ForWord*
- *Poverty Training*
- *Common Core Georgia Performance Standards (CCGPS)*

**Artifacts:**

- Picture Sort Assessment
- teacher observation
- sentence correction assessment
- place value test
- progress monitoring
- work samples
- benchmarks
- Rubrics
- analyzed student work
- teacher commentary
- engage all student with 21<sup>st</sup> century technology

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- monitor alignment of unit and pacing guides to the CCGPS
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans;
- analyze benchmark data to identify specific domains that need improvement
- increase parental involvement in student achievement
- increase higher order thinking skills
- provide academic goal setting opportunities
- strengthen vocabulary development through read aloud lessons in Social Studies and Science contents
- use of Learning.com
- *Harcourt Phonics Express*
- improve understanding of math concepts through increased use of manipulatives
- GaDOE Frameworks; Van deWalle math books
- improve fluency of basic math facts
- First grade will support science and social studies by incorporating read alouds.

**Evidence:**

- Teachers identify the strengths and weakness of individual students and group them accordingly for additional instruction.
- Teachers use a variety of formative assessments to gauge student progress.
- Parents and teachers communicate about student work and progress.

**Second Grade**

**Goal Statement:**

- Second grade will increase DIBELS scores from a baseline of 52% of students who benchmarked in 2012-2013 to 100% in 2013-2014.
- Second grade will increase the End of the Year math scores from a baseline of 82.86% in 2012-2013 to 85% in 2013-2014.
- 100% of students will reach the following DIBELS Next Benchmark Goals on Nonsense Word Fluency (NWF)

	Beginning of Year	Middle of Year	End of Year
Correct Letter Sounds	54	NA	NA
Whole Words Read	13	NA	NA

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- 100% of students will reach the following DIBELS Next Benchmark Goals on DIBELS Oral Reading Fluency (DORF)

	Beginning of Year	Middle of Year	End of Year
Words Correct	52	72	87
Accuracy	90%	96%	97%
Retell	16	21	27
Retell Quality of Response	NA	2	2

- 100% of students will attain the following DIBELS composite scores, combinations of multiple DIBELS scores, which provide the best overall estimate of the students' reading proficiencies.

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	141	190	238

**Actions, strategies, and Interventions:**

- Differentiated Instruction that supports students' varied learning styles in these areas:
  - Inferences
  - Sequencing
  - Main Idea
  - telling time to 5 minutes
  - money (fair trades)
  - addition and subtraction fluency
- Differentiated Reading Instruction

**Timeline:** September 2013 ongoing

**Estimated Costs, Funding Sources, and Resources:**

- Content Area Teacher Training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher
- copy paper, \$30 per case
- masking tape, \$1.69 per roll
- ink, \$139 per cartridge
- *Education City*, \$3500 per year
- *Tumblebooks*, \$359.10 per year
- *BrainPOP School Combo*, \$1,425 per year
- computers, \$950
- ipads and mini ipads
- grade level printer

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- construction paper, \$2.39 per pack
- Science and Social Studies Weekly Readers
- *Learning.com*, \$3,900
- *Reading Eggs*, \$1,759
- *Fast ForWord*
- *Poverty Training*
- *Depth of Knowledge Training*
- *Common Core Georgia Performance Standards (CCGPS) Training*

**Artifacts:**

- Progress monitoring;
- Higher order questioning / thinking strategies
- DIBELS
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans
- SLO Tests
- Read Alouds
- Vocabulary
- Harcourt Phonics Express
- Read with Sarah
- Ten Frame Usage
- Place Value Mats
- I do, we do, you do strategy
- Say It, Move It
- Differentiated Lessons
- Readers' Theater
- Combo Lessons
- Learning Focused Strategies
- Match Students with books that support their Lexile Levels.
- Xtra Math Website for fact fluency
- Daily Oral Language
- Comprehension Skills (inferencing games, sequencing, main idea, story elements)
- Essential Questions
- Chapter Tests
- Teacher Observation
- Timed tests
- Work Samples
- Benchmarks
- use of Learning.com



\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- improve fluency of basic math facts
- improve understanding of math concepts through the increased use of manipulatives
- create a school wide comprehension focus strategy each month
- provide academic goal setting opportunities for students
- strengthen vocabulary development through the use of *Elements of Reading*
- increase parental involvement in student achievement
- analyze benchmark data to identify specific domains that need improvement
- monitor the alignment of unit and pacing guides to the CCGPS
- engage all students with 21<sup>st</sup> century technology (Learning.com)

**Evidence:**

- Teachers use a variety of formative assessments to gauge student progress.
- Teachers can identify strengths and weaknesses of individual students and group them for additional instruction according to their needs.
- Parents and teachers communicate about student work and progress in meeting standards.

**Third Grade**

**Goal Statement:**

- Third grade will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Language** from a baseline of 86.3% in 2012 to 91.9% in 2013 to 93.6% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Math** from a baseline of 74.8% in 2012 to 91.8% in 2013 and to 93.6% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Reading** from a baseline of 86.7% in 2012 to 89.1% in 2013 and to 90% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Science** from a baseline of 83.3% in 2012 to 89.6% in 2013 and to 90% in 2014; and will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Social Studies** from a baseline of 68.3% in 2012 to 86.2% in 2013 and to 90% in 2014.
- 100% of students will reach the following DIBELS Next Benchmark Goals on DIBELS Oral Reading Fluency (DORF):

	Beginning of Year	Middle of Year	End of Year
Words Correct	70	86	100
Accuracy	95%	96%	97%
Retell	20	26	30
Retell Quality of Response	2	2	3

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- 100% of students will reach the following DIBELS Next Benchmark Goals on Daze:

	Beginning of Year	Middle of Year	End of Year
Vocabulary Comprehended	8	11	19

- 100% of students will attain the following DIBELS composite scores, combinations of multiple DIBELS scores, which provide the best overall estimate of the students' reading proficiencies.

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	220	285	330

- 86.4% of students will achieve a Lexile measure equal to or greater than 650 according to the Scholastic Reading Inventory.
- 100% of students will score within the SRI End of Year Proficiency Lexile Range of 500-800.

**Actions, strategies, and Interventions:**

- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans
- Read-a-louds
- vocabulary
- *Harcourt Phonics Express*
- *Brain Pop*,
- *Read with Sarah (RWS)*
- Graphic Organizers
- Ten frame usage
- Place value mat usage
- scaffolded instruction
- addition/subtraction facts & multiplication/division facts—counting on activity
- array activities
- Van de Walle picture
- Van de Walle teaching cards
- subtraction with regrouping using place value mat with base 10 blocks
- phonics
- sight words
- teacher talk
- Elkonin boxes
- decodable text
- Say it, Move it

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- S.L.O.P. Lesson Plan Format
- differentiated lessons
- building fluency card banks
- pyramid reacting
- *Quick Reads*
- combo lessons
- repeated reading
- readers' theater
- engage all students with 21<sup>st</sup> Century Technology
- monitor the alignment of unit and pacing guides to the CCGPS
- continue to implement Learning Focused Strategies
- analyze CRCT and End of Year Test data to identify specific domains that need improvement
- increase parental involvement in student achievement
- increase higher order thinking skills (DOK levels 3 and 4)
- provide academic goal setting opportunities for students
- Differentiated Reading Instruction
- Lexile Levels
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands
- create a school wide comprehension focus strategy each month
- improve understanding of math concepts through the use of manipulatives
- *Xtra Math* website for fact fluency, addition, subtraction, multiplication, and division practice
- *Education City*, *Study Island*, and *Learning.com*
- improve fluency of basic math facts

**Timeline:** September 2013 ongoing

**Estimated Costs, Resources and Funding Sources:**

- Content Area Teacher Training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher
- copy paper, \$30 per case, ink \$139 per cartridge
- *Education City*, \$3500 per year
- *Study Island*, \$1800 per grade level
- *Tumblebooks*, \$359.10 per year
- *BrainPOP School Combo*, \$1,425 per year
- *netTrekker*, \$1,775
- *Learning.com*, \$3,900
- composition books, \$12 per pack
- *Georgia Weekly Studies*, 4.85 ea. X 100 = \$485

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- horseshoe table, \$185
- computers, \$930 each
- ipads and mini ipads
- grade level printer
- laminating film, \$21 per roll
- Expo markers, \$3.00 per box
- ink pens, \$7 per dozen
- *Rosetta Stone*
- *Fast ForWord*
- *Understanding Poverty Training*
- *Depth of Knowledge Training*
- *Common Core Georgia Performance Standards (CCGPS) Training*
- Parent communication folders

**Artifacts:**

- Progress Monitoring
- Benchmarks
- Sight Word Assessments
- Teacher Observations
- Work samples
- Weekly and Individual tests
- DIBELS and DIBELS Next
- Informal Phonics
- Peer Evaluations
- rubrics
- professional development with math specialists
- teacher/student conferencing time
- technology resources data notebooks
- parent involvement training
- opportunity for parents to check out materials from the media center
- lesson plans
- standards posted
- differentiated instruction
- essential questions posted
- graphic organizers
- student agendas
- use of Learning.com
- newsletters and flyers
- Student Goal Folders

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Teachers Pay teachers

**Evidence:**

- Teachers identify strengths and weaknesses of individual students and adjust instruction to meet their needs.
- Teachers group students according to their needs.
- Parents and teachers communicate about student work and progress towards standards.
- Parent communication logs
- Student Goal Folders

**Fourth Grade**

**Goal Statement:**

- Fourth grade will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Language** from a baseline of 88.8% in 2012 to 85.1% in 2013 to 90% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Math** from a baseline of 77.5% in 2012 to 85.4% in 2013 and to 90% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Reading** from a baseline of 87.1% in 2012 to 89.1% in 2013 and to 90% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Science** from a baseline of 80.8% in 2012 to 85.4% in 2013 and to 90% in 2014; and will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Social Studies** from a baseline of 88.9% in 2012 to 80.7% in 2013 and to 90% in 2014.
- 100% of students will reach the following DIBELS Next Benchmark Goals on DIBELS Oral Reading Fluency (DORF):

	Beginning of Year	Middle of Year	End of Year
Words Correct	90	103	115
Accuracy	96%	97%	98%
Retell	27	30	33
Retell Quality of Response	2	2	3

- 100% of students will reach the following DIBELS Next Benchmark Goals on Daze:

	Beginning of Year	Middle of Year	End of Year
Vocabulary Comprehended	15	17	24

- 100% of students will attain the following DIBELS composite scores, combinations of multiple DIBELS scores, which provide the best overall estimate of the students' reading proficiencies.

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	290	330	391

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- 100% of students will score within the SRI End of Year Proficiency Lexile Range of 600-900.

**Actions, strategies, and interventions:**

- Identify/create Place Value chart
- Departmentalized 4<sup>th</sup> grade subjects
- Create 3-dimensional figures
- Mnemonics
- Water cycle
- Graphic Organizer
- Create the Food Chain
- anchor charts
- vocabulary words
- Essential Questions
- *Education City*
- *Study Island*
- OAS
- Readers' theater
- improve fluency of basic math facts
- improve understanding of math concepts through the increased use of manipulatives
- CCGPS Frameworks
- create a school wide comprehension focus strategy
- provide academic goal setting opportunities for students
- increase higher order thinking skills
- increase parental involvement in student achievement
- analyze CRCT data to identify specific domains that need improvement
- continue to plan and implement learning focused strategies
- monitor the alignment of unit and pacing guides to the CCGPS for all content areas
- engage all students with 21<sup>st</sup> century technology
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands
- Nonfiction Readers

**Timeline:** September 2013 ongoing

**Estimated costs, Funding Sources, and Resources:**

- Content Area Teacher Training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher
- copy paper, \$30 per case

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- ink, \$185 per cartridge
- composition books, \$12 per pack
- computers, \$930 each
- ipads and mini ipads
- grade level printer
- *Georgia Weekly Studies*, 4.85 ea. X 100 = \$485
- Expo markers, \$3.00 per box
- Expo learning boards, \$4.95 each
- index cards, \$3.19
- 3 ring binders, \$2.29 ea. X 100 = \$229
- *Education City*, \$3500 per year
- *Tumblebooks*, \$359.10 per year
- *BrainPOP School Combo*, \$1,425 per year
- *Learning.com*, \$3,900
- *Study Island*, \$1800 per grade level
- laminating film, \$21 per roll
- cardstock, \$16.89 per pack
- Achievement Series
- *IXL Math*
- *Fast ForWord*
- *Depth of Knowledge Training*
- *Common Core Georgia Performance Standards (CCGPS)* training

**Artifacts:**

- End of Standard assessment
- self-check
- DIBELS Next
- progress monitoring
- OAS
- *Study Island*
- *Education City*
- Benchmark
- Teacher observation
- data notebooks
- lesson plans
- standards and commentary posted
- benchmark assessments
- intervention based on student needs
- projects; rubrics

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- student journals
- parent/teacher night attendance
- newsletters and flyers
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans
- essential questions and CCGPS “I Can” statements and standards posted in classrooms
- differentiated instruction
- use of Learning.com
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands

**Evidence:**

- Teachers identify the strengths and weaknesses of individual students and their class.
- Teachers articulate how they have adjusted instruction based on the analysis of student work.
- Teachers articulate how students are grouped for additional instruction based on identified strengths and weaknesses.
- Parents and teachers communicate about student work and progress towards meeting standards.

**FIFTH GRADE**

**Goal Statement:**

- Fifth grade will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Language** from a baseline of 90.7% in 2012 to 96% in 2013 to 97% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Math** from a baseline of 70.3% in 2012 to 88.9% in 2013 and to 90% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Reading** from a baseline of 78.4% in 2012 to 94.8% in 2013 and to 95% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Science** from a baseline of 74.3% in 2012 to 88.6% in 2013 and to 90% in 2014; and will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Social Studies** from a baseline of 74% in 2012 to 80.7% in 2013 and to 90% in 2014.
- 100% of students will reach the following DIBELS Next Benchmark Goals on DIBELS Oral Reading Fluency (DORF):

	Beginning of Year	Middle of Year	End of Year
Words Correct	111	120	130
Accuracy	98%	98%	99%
Retell	33	36	36
Retell Quality of Response	2	3	3



\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- 100% of students will reach the following DIBELS Next Benchmark Goals on Daze:

	Beginning of Year	Middle of Year	End of Year
Vocabulary Comprehended	18	20	24

- 100% of students will attain the following DIBELS composite scores, combinations of multiple DIBELS scores, which provide the best overall estimate of the students' reading proficiencies.

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	357	372	415

- 87.8% of students will achieve a Lexile measure equal to or greater than 850 according to the Scholastic Reading Inventory.
- 100% of students will score within the SRI End of Year Proficiency Lexile Range of 700-1000.

**Actions, Strategies and Interventions:**

- Flexible grouping
- independent reading
- oral reading
- nonfiction comprehension activities
- nonfiction Read-Alouds
- anchor charts
- CCGPS frameworks
- students will observe, explore, analyze and manipulate various objects while conducting experiments and will also collect, record, synthesize, and interpret data
- ACTIVboard
- improve fluency of basic math facts
- improve understanding of math concepts through the increased use of manipulatives
- create a school wide comprehension focus strategy
- provide academic goal setting opportunities for students
- increase higher order thinking and questioning skills
- improve student writing using journals and *Writing to Win* strategies
- increase parental involvement in student achievement
- analyze CRCT and End of Year Test data to identify specific domains that need improvement
- continue to plan and implement learning focused strategies
- monitor the alignment of unit and pacing guides to the CCGPS
- engage all students with 21<sup>st</sup> century technology
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

highlighted in lesson plans

- essential questions and CCGPS “I Can” statements and standards posted in classrooms
- differentiated instruction
- use of Learning.com
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands

**Estimated costs, Funding Sources, and Resources:**

- Content Area Teacher Training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher;
- *Georgia Weekly Studies*, \$4.89 ea x 100 = \$489
- Student Agendas, \$600
- portfolios, \$147
- *Learning.com*, \$3,900
- *netTrekker*
- *Education City*, \$3500 per year
- *Tumblebooks*, \$359.10 per year
- *netTrekker*, \$1,775
- *BrainPOP School Combo*, \$1,425 per year
- *Study Island*, \$1800 per grade level
- computers, \$950
- ipads and mini ipads
- grade level printer
- composition books, \$12 per pack
- sheet protectors, 22.69 per box
- copy paper, \$30 per case
- ink, \$185 per cartridge
- *Fast ForWord*
- *IXL Math*
- *Poverty Training*
- *Depth of Knowledge Training*
- *Common Core Georgia Performance Standards (CCGPS) training*

**Artifacts:**

- Performance tasks
- Unit Tests
- Observation
- *Study Island*

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- Harcourt tests
- ACTIVotes
- Benchmark (Pre & Posttests)
- Rubrics
- Anchor Papers
- Student developed Song/Mime
- Student Projects
- Student Specimen Collection
- *Writing to Win*
- revised lesson plans
- lesson plans that include technology
- standards and commentary posted
- benchmark assessments
- essential questions posted
- differentiated instruction
- intervention based on student needs
- Media Center patron data
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans
- Parent survey data
- Student safety survey data
- student agendas
- Parent/Teacher night attendance
- classroom newsletters and flyers
- graphic organizers
- student compacts; essential questions that require higher order thinking skills
- essential questions and CCGPS “I Can” statements and standards posted in classrooms;
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands
- XtraMath

**Evidence:**

- Teachers articulate the types of formative assessments used regularly to gauge student progress.
- Teachers explain how they have revised instruction based on specific formative assessment results.
- Teachers articulate how they have grouped students for additional instruction based on identified strengths and weaknesses.

\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Parents and teachers communicate about student work and progress toward standards.

## **SIXTH GRADE**

### **Goal Statement:**

- Sixth grade will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Language** from a baseline of 97.3% in 2012 to 91.4 in 2013 to 95% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Math** from a baseline of 81.9% in 2012 to 78.2% in 2013 and to 90% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Reading** from a baseline of 98.6% in 2012 to 96.3% in 2013 and to 97% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Science** from a baseline of 94.5% in 2012 to 84.3% in 2013 and to 90% in 2014; and will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Social Studies** from a baseline of 87.7% in 2012 to 84.3% in 2013 and to 90% in 2014.
- 100% of students will score within the SRI End of Year Proficiency Lexile Range of 800-1050.

### **Actions, Strategies, and Interventions:**

- Develop compound, complex, and compound complex sentences
- literary comprehension in genres; research; writing process
- GaDOE CCGPS Frameworks
- Rubrics
- manipulatives
- anchor charts
- collaborative group projects
- fluency practice
- flashcards; games
- computers; ACTIVboard
- revised lesson plans
- continue to plan and implement Learning Focused strategies
- analyze Benchmarks, Mid Year Test, and End of Year Test data to identify specific domains that need improvement
- monitor the alignment of Unit and pacing guides to the CCGPS for all content areas
- engage all students with 21st Century technology
- increase parental involvement in student achievement
- increase higher order thinking and questioning skills in all students (Depth of Knowledge DOK Levels 3 and 4)
- provide academic goal setting for students
- create a school wide comprehension focus strategy each month
- improve understanding of math concepts through the use of manipulatives and OAS in

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each grade level

- improve fluency of basic math facts at each grade level
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands
- essential questions and CCGPS “I Can” statements and standards posted in classrooms
- differentiated instruction
- use of Learning.com
- increase rigor by using DOK Levels 3 and 4
- use of differentiation strategies in class

**Estimated costs, Funding Sources, and Resources:**

- Content Area Teacher Training, \$1250 per day
- substitutes, \$55 per substitute per day per teacher
- poster boards, \$.95 each
- magnetic boards, \$4.89 each
- projector bulbs for ACTIVboards, \$300 each
- copy paper, \$30 per case
- computers, \$950
- ipads and mini ipads
- grade level printer
- Expo pens, \$4.89 per pack
- composition books, \$12 per pack
- *Time for Kids*
- *Tumblebooks*, \$359.10 per year
- *BrainPOP School Combo*, \$1,425 per year
- *Study Island*, \$1800 per grade level
- *Fast ForWord*
- *Learning.com*, \$3,900
- *Poverty Training*
- *Depth of Knowledge Training*
- *Common Core Georgia Performance Standards (CCGPS) training*

**Artifacts:**

- Weekly tests
- culminating activities from CCGPS frameworks
- student self-evaluation

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- performance tasks; teacher and student rubrics
- Observation
- class tests
- journals
- data notebooks
- Benchmarks and End of Year Test data
- teacher planning time
- professional learning opportunities
- activities that support the CCGPS
- Parent checkout of learning materials from media center
- ACTIVboard
- projector
- ACTIVotes
- WIDA CAN DO Descriptors and Depth of Knowledge Levels 3 and 4 proof included and highlighted in lesson plans;
- lesson plans
- schedule
- essential questions that require higher order thinking skills
- evidence of differentiated instruction
- graphic organizers
- projects
- rubrics
- commentary on student work
- displays of student work
- media center patron data
- survey data
- ADDitions data
- school web site
- student agendas
- parent/teacher night attendance
- classroom newsletters and flyers
- data notebooks
- evidence of technology use in lesson plans
- essential questions and CCGPS “I Can” statements and standards posted in classrooms;
- differentiated instruction
- match students with books that support their Lexile ranges and also that meet the rigor expected on the Lexile Text Complexity Bands

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**Evidence:**

- Teachers can identify the strengths and weaknesses of individual students and adjust instruction based on the analysis of student work.
- Teachers can form groups for additional instruction based on identified strengths and weaknesses.
- Parents and teachers communicate about student work and progress towards meeting standards.

**Goal 2: Student Achievement**

**Desired Results for Student Learning:** Students with Disabilities will demonstrate higher competency in the areas of Reading and Math.

**Goal Statement:** SWD will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Language** from a baseline of 47.1% in 2012 to 71.5% in 2013 to 85% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Math** from a baseline of 35.7% in 2012 to 61.1% in 2013 and to 70% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Reading** from a baseline of 72.3% in 2012 to 86.9% in 2013 and to 87% in 2014; will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Science** from a baseline of 44.4% in 2012 to 45.7% in 2013 and to 50% in 2014; and will increase the percentage of students meeting or exceeding standards on the End of Year Test in **Social Studies** from a baseline of 42.3% in 2012 to 37.2% in 2013 and to 50% in 2014.

- 100% of SWD will reach the DIBELS Next Benchmark Goals for their specific grade levels.
- 100% of students will score within the SRI End of Year Proficiency Lexile Ranges for their specific grade levels.

**Actions, Strategies and Interventions:** Increase use of manipulatives; actively engage students with 21<sup>st</sup> century technology; *Fast ForWord*, *Achievement Series*; professional development for math interventions; analyze Benchmarks and End of Year Test data to identify specific domains that need improvement; increase parental involvement; increase higher-order thinking skills; academic goal setting; data notebooks; DIBELS; frameworks

ESS Personnel:

- Will require inclusion teachers to visit the 1st and 4th grade classrooms during Math to see what strategies they are using to increase benchmark areas in Math.
- Will use small group differentiated instruction in the areas of Reading for grades 1-6.
- Will re-teach and review daily in the areas of math / Language / Reading as most of our students have short term memory problems.
- Will give tutoring in grades 3rd – 5th in the areas of Reading, Language, and Math.
- Will collaborate with regular education teachers at least once weekly for suggestions and updated intervention strategies.

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- Will use specialized computer programs such as *Xtra Math*, *IXL Math*, *Fast ForWord*, and *I-Ready* to increase the students' math and reading skills.
- Will accommodate classroom work / tests to best meet each individual student's needs.

**Timeline:** September 2013 ongoing

**Estimated costs, Funding Sources, and Resources:**

- *Fast ForWord*
- maintenance and repair costs of ACTIVboard and projectors, \$300 per bulb
- copy paper, \$30 per case
- ink cartridges, \$185 per cartridge.
- *Learning.com*

**Artifacts:**

- *Fast ForWord* results
- benchmark results
- DIBELS results
- lesson plans showing learning focused strategies
- essential questions posted
- differentiated instruction
- evidence of intervention
- school web site
- student agendas
- parent/teacher night
- projects
- rubrics
- CCGPS based commentary on student work
- graphic organizers
- student work displays
- student compacts
- IEP goals and objectives
- benchmark data
- End of Year Test data

**Evidence:**

- Parents and teachers communicate about student work and progress towards meeting standards.
- Teachers can identify the strengths and weaknesses of individual students.
- Teachers have adjusted instruction based on the analysis of student work.



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- Teachers have grouped for additional instruction based on identified strengths and weaknesses.

### **Goal 3: Student Attendance**

**Desired Results for Student Learning:** Students will demonstrate improved attendance through compliance with school's attendance policy.

**Goal statement:** The percentage of student with fifteen or more absences will remain at 5% or lower for the 2013-2014 school year.

#### **Actions, Strategies, and Interventions:**

- Notify parents of attendance policy
- track attendance using Infinite Campus
- notify parents by phone after 3 absences
- send postcards to parents after 5<sup>th</sup> absence
- hold attendance review committee meetings with parents and teachers
- Social Worker referral
- target SWD subgroup for improved attendance
- promote attendance by awarding incentives

**Timeline:** September 2013 ongoing

#### **Estimated Costs, Funding Sources, and Resources:**

- Student handbooks, \$800
- copy paper, \$30 per case
- postcards, \$100
- postage, \$75
- technology support
- incentives.

#### **Artifacts:**

- Infinite Campus reports
- parent notification
- letters
- attendance logs
- phone logs
- meeting minutes
- ARC minutes
- Incentives

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- newspaper articles
- certificates

**Evidence:** Communication between parents and teachers about attendance.

**Goal 4: Learning Communities**

**Desired Results for Student Learning:** Administrators, teachers, and staff will collaborate on a regular basis in order to increase student achievement.

**Goal Statement:** the faculty will implement the use of a learning community to facilitate instructional collaboration and professional development.

**Actions, Strategies, and Interventions:**

- Grade-level team meetings
- Title I Planning / Leadership Team meetings
- Giving teachers time to discuss Benchmark Data
- collaborative planning with ESS inclusion personnel
- schedule opportunities for teachers to make classroom / other school observations
- provide time in which teachers may examine student work together

**Timeline:** September 2013 ongoing

**Estimated Costs, Funding Sources, and Resources:**

- Substitutes for planning days, \$55 per teacher per day.

**Artifacts:**

- Team meeting minutes and agendas
- collaborative lesson plans
- planning for SWD students
- increased use of rubrics and portfolio assessment strategies
- sign-in sheets for professional learning and grade-level meetings

**Evidence:**

- Improved student achievement on the End of Year Test in all content areas
- improved collaboration among grade levels
- Analyzed test scores.

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### **Goal 5: Technology Integration**

**Desired results for Student Learning:** Teachers will incorporate student use of technology resources into the curriculum to promote higher order thinking skills and engage students.

**Goal Statement:** The school will provide adequate hardware/equipment and professional learning to support technology integration into CCGPS curriculum.

#### **Actions, Strategies, and Interventions:**

- provide each K-6 classroom with 3—5 updated computers
- plan and implement lessons using technology to teach standards
- provide professional development in classroom technology integration
- ensure that computers are updated with software, wireless bandwidth strength, and internet resources necessary for implementation of technology
- *Learning.com* –a web-based program that, according to the Learning.com website, provides students the opportunity to master the Web, the computer and software tools to make smart use of the technology. Learning.com also provides the support to students, enabling them to improve as learners, ready for the 21<sup>st</sup> century.

**Timeline:** September 2013 ongoing

#### **Estimated costs, funding Sources, and Resources:**

- computers, \$960 each
- repair and maintenance
- replacement of projector bulbs, \$300 each
- technology specialists
- cost of software

#### **Artifacts:**

- Computers in classroom
- technology lab
- technology trainings
- lesson plans that include technology use

**Evidence:** Increased End of Year Test scores in content areas; and proficient use of technology by teachers and students.

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## **Spring Place Elementary Technology Plan**

### **Access to Technology**

- Currently Spring Place Elementary has a total of 203 computers with the majority of these having at Pentium III processor or better. In addition, SPE has thirty teacher laptops, twenty-nine student laptops and 38 ipads.
- Each classroom has a minimum of four computers for student use.
- Each classroom has an LED projector and an ACTIVboard, purchased through Title I.
- The ESS resource classroom has an ACTIVboard and LED projector.
- The Excel classroom has an ACTIVboard and LED projector.
- The science lab has an ACTIVboard and LED projector.
- The art room has an ACTIVboard and LED projector for student instruction and staff development.
- An ACTIVboard, LED projector, and a mobile laptop cart are available in the Media Center.
- Spring Place has a LAN based on a hub and spoke configuration with multimode fiber in each classroom. The LAN is connected to the WAN which provides interconnectivity between schools and the district office along with a T3 Internet connection. We have wireless access points throughout the building.
- Anti-virus software and Internet filtering is provided on all computers. All modern computers have Microsoft Office 2000, 2003, or 2007 Professional Edition installed. All computers designated for technology integration use have access to Spring Place software. Additionally, students with disabilities are provided with assistive technology as needed and as required by their IEPs.
- Students still use the technology lab that was made available through a 2010 Windstream Grant for \$25,000.
- A new literacy lab for instructional purposes to support the implementation of CCGPS literacy standards and to promote student engagement was made available in 2013 through the Striving Reader Comprehensive Literacy Grant.

### **Spring Place's Web site**

**<http://springplace.murray.k12.ga.us/>**

- The Spring Place Web site is designed to provide information about Spring Place to students, parents, teachers, and community members. There are several pages on the Web site that will appeal to anyone interested in learning more about Spring Place Elementary. There are also many pages designed to promote the use of technology by students and teachers. The following pages give information about Spring Place:
  - Homepage: The SPE Home page is designed to provide a quick reference point from which all users may access needed information. Upcoming

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events and activities, honors and recognitions, and current pictures and videos are continually updated on the Home page.

- About SPE: Includes a description of the rich history of Spring Place Elementary, Our Mission, Vision, and Beliefs.
- Calendar: We provide a link to a monthly calendar. This calendar lists all upcoming events and activities at Spring Place Elementary.
- Murray County Schools: A link is provided to the Murray County Schools Web site.
- Spotlight / Highlights: This part of the homepage provides current information and notable events happening at Spring Place Elementary.
- Media Center: The media specialist at SPE has created a Web site for the media center with links to valuable information and resources.
- Principals' Page: A page is provided with pictures, links to email addresses, and a Value statement from administrators. This page allows students, teachers, and community members to become more familiar with administrators.
- Parents' Resources: This page provides parents with links to information about our AYP status, the Georgia Parental Information and Resource Center, as well as Title I. There are also links to our Parent Involvement Plan, our School Improvement Plan, the Murray County Schools Handbook, and many other sources of information.
- Students' Resources: This page provides parents and students with links to information and Web sites that can be used in the classroom or at home to assist students in meeting and/or exceeding standards. This page is designed to provide parents with links to information that facilitate involvement in their child's learning.

### **Teachers' Resources Page**

From the Teachers Resources link on the SPE Home page, teachers and others may access the following information:

- Standards, Pacing Guides, and Planning Resources: This page contains links to all Common Core Georgia Performance Standards (CCGPS), Frameworks lessons, and the Murray County Schools pacing guides for all content areas. There are also links to additional planning resources that are available to teachers and staff members.

### **Forms Page**

- This page contains links to PDF or Word documents of commonly used forms.

### **School Staff Page**

- This page contains information about each staff member at Spring Place Elementary. It also includes links to teacher created Web sites and blogs. These pages give detailed information about individual classrooms at SPE.

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### **Parent Resources Page**

The Parent Resources link on the SPE Home page provides links to various resources that parents and other community members may find valuable. The following information and links are provided on this page:

- Current School Improvement Goals
- An Involved Parent in English and Spanish
- Murray County Schools Handbook
- Parental Involvement Plan in English and Spanish
- Our DOE report card
- Title I Information
- Title 1 Documents (School-wide Continuous Improvement Plan, Parent Involvement Policy, School / Parent / Teacher / Student Compact)

### **Technology Support**

- Murray County Schools has system wide Instructional Technology Specialists who serve all schools. The Instructional Technology Specialists provide support and staff development trainings to teachers throughout the year. Teachers may also request support in their classrooms. Additional training is also available through the Educational Technology Training Center at Dalton State College.
- A technology repair technician is also available to assist with repair and installation of all equipment. A network specialist and the Information Services Coordinator are available on an as needed basis.

### **Instructional Practice Needs**

- Continue professional learning that models specific strategies and techniques for integration of higher-order thinking skills utilizing tool-based applications such as spreadsheets, graphs, multimedia, databases, concept-mapping, and Internet tools.
- Continue professional learning that increases participants' confidence and competence with designing LoTi Level 4b (Target Technology) instructional modules using a constructivist, experiential based approach to curriculum development.

### **Technology Integration Vision**

#### **Administrators**

- Administrators will support the integration of technology resources in all areas of the educational environment by providing teachers with the tools, resources, and professional development necessary to achieve this goal. The use of performance based technology tasks will be encouraged in all areas of the curriculum. In order to achieve a greater level of technology integration, administrators have provided classroom teachers with a laptop computer. Electronic mail will be utilized in order to effectively communicate with teachers, parents, specialists, fellow administrators, and the community.
- Administrators will continue to utilize technology resources to retrieve and analyze data pertaining to student performance, fiscal information, and student records.

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- Administrators will continue to examine and evaluate teacher lesson plans in order to ensure the use of standards based technology lessons that meet the rigor of the Common Core Georgia Performance Standards. In addition, administrators will build a collaborative environment by providing time for teachers to plan technology based instruction in grade level teams.

#### **Parents and Community Members**

- Parents and community members have access to the Spring Place Web site which provides links to student handbooks, Internet Use Policy and permission forms, curriculum standards, sites for parents, sites for student use, staff directory, school calendar, celebrations, general school information, and access to teachers through email.
- Parents are also invited to attend school technology nights that showcase the use of instructional technology in the subjects of math and science.

#### **Students**

- Students at Spring Place Elementary will have access to connected technologies to analyze, collaborate, process, and disseminate multimedia information.
- Students will use age appropriate technology resources to demonstrate higher order thinking skills. Daily use of technology resources will assist students in attaining mastery of age-appropriate technology literacy levels as defined by the Georgia Technology Integration QCC and the technology standards contained in the CCGPS.
- Students will participate in authentic, multi-disciplinary, collaborative projects that reflect mastery of the Common Core Georgia Performance Standards in all subject areas. Consistent technology use in the classroom will enable students to develop digital literacy skills that will allow them to meet the challenges of the twenty-first century.
- Students will have access to ACTIVboards, LED projectors, desktop computers, and ACTIVotes on a daily basis.
- Students can also use laptops when checked out by their teachers.
- As digital natives, 21<sup>st</sup> century learners require the level of engagement that only the use of technology can provide.
- Students at SPE will have the skills and resources necessary to utilize technology as an integral part of their educational experiences.

#### **Teachers**

- Teachers at Spring Place Elementary will continue to utilize technology resources in order to enhance instruction and increase student engagement.
- In addition, teachers will participate in technology professional development opportunities and actively integrate new technology resources into classroom instruction.
- SPE teachers will recognize that twenty-first century learners are digital learners. Students will be provided with differentiated, technology based instruction that prepares them for life in an ever changing world. In order to provide this level of rigorous instruction, teachers will have access to ACTIVboards, ACTIVotes, LED projectors,

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<p>computers, and digital cameras.</p> <ul style="list-style-type: none"> <li>• Teachers have been provided with dedicated teacher laptops in order to increase confidence and competence in the use of instructional technology.</li> <li>• There is no better method to ensure student engagement than the consistent use of technology. Teachers will be provided resources necessary to plan and teach rigorous, performance based lessons that address the needs of all learners. These resources include subscription Web sites such as <i>IXL Math</i>, <i>Education City</i>, <i>netTrekker</i>, <i>Study Island</i> (Grades 4-6), <i>Reading Eggs</i> (Grades K-2), <i>Tumblebooks</i>, <i>Learning.com</i> and <i>BrainPOP School Combo</i>.</li> <li>• Teachers will also utilize the Spring Place Web site in order to search for various teaching resources available online.</li> <li>• With increased experience in technology integration and additional professional development, teachers will gain experience in selecting, evaluating, and implementing student use of technology resources.</li> <li>• Teachers will continue to use email to effectively communicate with parents, specialists, fellow teachers, and administrators.</li> <li>• In addition, teachers will utilize technology resources, such as Achievement Series, to analyze student achievement data. This information will be used to plan data driven, differentiated instruction.</li> <li>• Teachers at Spring Place Elementary realize that teacher and student use of technology are vital components to enhancing classroom instruction and that technology should not be exclusively used as a presentation tool.</li> <li>• Teachers must provide students with daily opportunities to use technology in order to enhance classroom instruction and facilitate mastery of the Georgia Performance Standards.</li> </ul>
*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.
Spring Place faculty will adhere to the comprehensive needs assessment and the academic standards as set forth by the CCGPS to implement schoolwide reform strategies that are scientifically researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
A. The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standards are incorporating efficient instructional strategies that strengthen the core academic program in the school, increasing the amount and quality of learning time, helping provide an enriched and accelerated curriculum, and meeting the educational needs of historically underserved populations. The schoolwide reform strategies are consistent with and designed to implement the state



2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

and local improvement plans. Finally, administrators, teachers, and staff have the following as their impetus for school-wide reform specifically dealing with struggling learners: intervention activities implemented will ensure that students attain the proficient or advanced levels of academic achievement standards.

2(b). Are based upon effective means of raising student achievement.

B. Following are examples of the **SCIENTIFICALLY BASED RESEARCH** supporting our effective methods and instructional practices or strategies:

- At the beginning of each school year and intermittently throughout the school year, each grade level meets with the curriculum instructional facilitator (CIF) and administrators to study student data from several sources
- Literacy across content areas
- Differentiation
- Rigor
- Student use of technology
- Vocabulary instruction
- standardized tests
- benchmarks
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next for reading in grades K—6
- Informal Phonics Survey
- Sight Word Inventories
- Developmental Spelling Inventory (for grades 1-3)
- Achievement Series, a software management program that analyzes student data to identify particular subgroups. Teachers use this data to direct classroom instruction and to determine improvement priorities. Administrators and the CIF use this data to determine curriculum and to ensure the availability of academic resources.
- Remediation and Enrichment strategies for students include: Reading First, Intervention time, EIP classes, ESS resources, Elements of Reading (vocabulary), manipulatives, EXCEL classes; Marilyn Burns Math Solution kits; and individualized technology based instructional learning/activities.
- In all classrooms, teachers do remediation and enrichment activities daily to address students’ weaknesses and strengths.
- Spring Place’s main focus in school-wide reform is to integrate the CCGPS in academic instruction in grades K—6 so that learning stems from the CCGPS and not the textbooks.
- The teachers received and will continue to receive training in how to best use the CCGPS
- The CCGPS “I Can” statements and standards are posted in each teacher’s room, so that both the teachers and the students are aware of the standard being taught for that grading period.

- Science teacher – teaching in lab (hands-on)
- SPE will utilize Fast ForWord, Achievement Series, computers, iPads, Kindles, IReady, and ACTIVboards to assist all students including at-risk students.
- Benchmarks provide checkpoints to monitor student progress toward a stated CCGPS to ensure that interim progress is being made toward the stated CCGPS. Benchmarks are directly related to the CCGPS.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

- C. We will increase the amount and quality of learning time by offering intervention activities that include the before/after school tutoring that targets the weaknesses or learning difficulties of select students with select needs. During the school day each class in K—6 has a specified intervention time in which the teacher addresses students’ personal weaknesses or strengths.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

- D. Numerous measures are used to identify and ensure that students receive effective and timely assistance in their area of weaknesses such as:
- analyzing CRCT data from the 2011-2012 school year to implement a beginning plan
  - DIBELS and DIBELS Next
  - Achievement Series
  - benchmarks
  - monitoring student progress throughout the school year
  - Student Instructional Plans (SIP) are developed to set curriculum goals based on CCGPS for students performing at Level 1 in reading and/or math on the CRCT from the 2012-2013 school year. SIPs are also developed for students who have been retained.
  - The Response to Intervention (RTI) program allows the school to utilize the Tiers of Intervention for students that are not making adequate progress.
  - Individual Education Plans (IEP) are developed for students who qualify for ESS services.
  - The upper grades utilize the scientifically researched based Learning Focused strategies to improve student achievement.
  - Individualized technology based instruction is also provided to monitor student’s progress regularly toward the annual CCGPS objectives.

2(e). Must include documentation to support that any educational field trip used as an

instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

E. N/A – SPE does not use Title I funds for field trips.

**\*3. Instruction by highly qualified professional staff.**

The NCLB requirements for highly qualified paraprofessionals are:

- Completion of at least 2 years of study at an institution of higher education; or
- An Associate's (or higher) degree; or
- Meet a rigorous standard of quality that can be demonstrated through formal state or local assessment

Georgia requirements for paraprofessionals are:

- Hold at least an Associate's Degree (in any subject) or
- Have completed two years of college coursework or
- Have passed a PSC-approved paraprofessional assessment and
- Must also hold a high school diploma or GED equivalent.
- Pass a criminal record check.

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

A. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

- Spring Place employs seven regular education paraprofessionals, two ESS paraprofessional, and one half time early intervention specialist (EIS) paraprofessional. Each of the paraprofessionals holds a certificate issued by the State of Georgia which meets all the requirements of Title I, NCLB and Georgia. The paraprofessionals are assigned to a teacher or grade level. Their duties include one to one tutoring, assisting in classroom management, technology assistance, assist with parents, provide support in the media center, and provide instructional support under direct supervision of a teacher.
- For the 2013-2014 school year, there are 38 teachers at Spring Place Elementary. The administration at SPE is comprised of one principal, one assistant principal, and one part-time counselor. Other faculty includes:
  - 1 full-time Curriculum and Instruction Facilitator
  - 1 full-time Executive Secretary
  - 1 full time receptionist / bilingual interpreter
- Administrators carefully monitor teacher and paraprofessional certifications to make sure that they are highly qualified according to the HQ stipulations. The teachers, administrators, and paraprofessionals at Spring Place Elementary hold current certificates issued by the State of Georgia and are considered highly qualified.

**\*3(a). Strategies to attract highly qualified teachers to high-needs schools.**

- Each year a Teacher of the Year is chosen from among the faculty. This person is recognized at the school's awards day, in the local newspapers, on the district's website, and at a special banquet hosted by the district administration.
- Each year a Staff Member of the Year is chosen from among the faculty. This person is recognized at the school's awards day, in the local newspapers, and on the school's website.
- Every effort is made by the district and school administration to recruit and hire the most talented, qualified, and motivated teachers available. Murray County school district participates in a variety of job fairs at local colleges, and also participates in TeachGeorgia, an online resource that helps join qualified staff with school districts that have open positions. During pre-planning each school offers introductory training on the technology in the classrooms such as ACTIVboards, student response systems, and textbook resources.
- Spring Place offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher within the particular grade level.
- Teachers participate in many professional development opportunities throughout the year.
- Spring Place partners with Dalton State College to allow student teachers to gain classroom experience. Exemplary student teachers are considered possible job applicants once they complete the necessary requirements for certification.
- To address the certification deficiencies, teachers are encouraged to enroll in college classes and to take professional development courses to become certified in needed areas (i.e. Gifted Endorsement, Reading Endorsement, ESOL Certification). Administrators enroll teachers lacking these certifications in in-district professional trainings.

**\*4. Professional development for staff to enable all children in the school**

*Response:*

- A. We have included teachers, administrators, and paraprofessionals in our staff development that addresses the root causes of our identified needs. For example, Spring Place has included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. For example, each school in the Murray County School System has a professional learning team with a Curriculum and Instruction Facilitator (CIF) / Instructional Coach. The CIF is the liaison between school and system professional learning efforts. The role of this position is to design, implement, and lead the institutionalization of school improvement efforts, coordinate professional learning training based on the school's strategic plan which is derived from data, serve as chairperson of the school PLU committee, write applications for activities which will receive PLUs and approve classes for PLUs both at the school and system level. As a

\*4. Professional development for staff to enable all children in the school

member of the committee, this coordinator collaborates with the committee members to determine summer classes that meet common needs of schools in the system.

B. We have aligned professional development with the State's academic content and student academic achievement standards. For example,

- Spring Place has devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic deficiencies.
- Professional learning is an integral component of school improvement. It originates at the school level with faculties' involvement in action research which is the driving force for planning professional learning.
- Successful professional learning is a continuous self-study process involving both certified and non-certified personnel working and planning together as learning organizations. It begins with needs assessments, both formal and informal, and involves a community of stakeholders.
- Funding for professional learning comes from a variety of sources. The Professional Learning Grant is the main source of funding; however, other federal grants contain line items designated for professional learning as well.
- Murray County's Professional Learning Program entails the three NSDC Standards for Professional Learning: Context, Process, and Content.
- The school Professional Learning Committee and the system Professional Learning Advisory Committee must approve all classes, workshops, seminars, etc. The classes must be researched based and address school/system goals or meet requirements from the Georgia State Department of Education for certification. Those goals that are common among schools are addressed in summer classes. Committee members bring an in-depth analysis of data from their schools to the committee meeting and collaborate to determine the summer classes to be recommended to the board of education. Central to the selection of courses are the needs of students.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example:

- Each year the various schools in the system complete a needs assessment. This assessment is accomplished using a variety of methods. Surveys are distributed to parents, teachers, students, and community members to determine their perceptions of strengths and weaknesses. Grade levels conduct an intensive analysis of student data; action plans are then constructed to address areas of need.
- Each school is allotted an amount of money depending on state funding for exclusive use to provide training during the school year. Schools with common needs collaborate for the training. The Professional Learning Coordinator oversees this effort by approving and arranging for the training and confirming its worth through research. Teachers who attend seminars or workshops at another site are required to share the information received with appropriate personnel.
- The evaluation component is administered at the individual schools for school-wide

**\*4. Professional development for staff to enable all children in the school**

improvement, whereas evaluations for summer classes and workshops/seminars are given to the system director. Before professional leave forms are signed, the participant must indicate on the application the school or system improvement goal that is addressed. The evaluation form requires that the participant provide information as to the pertinence of the information received. Additionally, professional learning personnel conduct an annual summative evaluation of the Comprehensive Professional Learning Program Plan.

- There are these rules in place for approving school staff development:
  - Activity must be aligned with the school and district strategic plan.
  - Priorities should be based on a careful analysis of disaggregated student data regarding goals for student learning.
  - Only full SDU's will be awarded at the school level (10 clock hours).
  - Applications for SDU's must be approved by the school committee and filed with staff development office along with sign-in sheets.
- There are these standards in place to characterize school-focused professional development:
  - Planning for school-focused professional development within school system is consistent with the long-range plans of both the school and the system.
  - School staff members determine the goals for improvement for their own schools.
  - Individuals and groups within the school and system share decision-making.
  - Certified and non-certified staff members are involved in all components of the process.
  - Individual differences are accommodated within school-defined needs.
  - Activities may or may not take place at the school site.
  - School-focused professional development is a developmental process rather than an event.
  - The delivery of professional development programs is based upon known and accepted adult learning theories and styles.
  - Career development stages of the school staff are considered in designing programs.
- There are these designated roles of the school staff development coordinator:
  - Designs, implements, and leads the institutionalization of school improvement efforts
  - Provides for the professional needs for entire school staff
  - Serves as chairperson of the school professional development committee.
  - Writes applications, for school professional development activities, which will receive SDU credits.
  - Coordinates staff development training when the needs identified by several schools overlap.
  - Is the liaison between school and system professional development efforts.
  - Serves on the advisory committee to the system professional development director to determine system staff development.

\*4. Professional development for staff to enable all children in the school

- Approves classes for SDU credits at both school and system levels.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Teachers participate in professional development geared toward implementing and teaching the Common Core Georgia Performance Standards (CCGPS) in each content area. The CCGPS training is directly linked to how the students will perform on the CRCT at the end of the year because the CRCT assesses the students' understanding of the CCGPS.
- Spring Place teachers and staff will participate in several professional development trainings this year: Differentiation, Math, Reading, Writing, Depth of Knowledge, and Common Core Standards.
- The CIF provides additional PLUs for grade level collaboration to review DIBELS, benchmark and other student data.
- Throughout the year, technology lessons are given by the district's Instructional Technology Specialist.

\*5. Strategies to increase parental involvement.

*Response:*

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan in these ways:

- Parents are involved in the planning, review, and improvement of the comprehensive school-wide program plan in a variety of ways. We have developed a parent involvement policy that is reviewed annually and that includes strategies to increase parental involvement, and describes how the school will provide individual student academic assessment results including an interpretation of those results. The Parent Involvement Checklist is used to guide and direct the parental involvement activities. Parents can choose to be active members of the Spring Place Tiger Club, formerly known as the PTO. Monthly meetings keep parents informed of school happenings and improvements, as well as allow families an opportunity to share comments and feedback. Another form of participation for parents is through the school wide agreement plan, known as the School Compact. Parents sign the compact, thereby making a commitment to their students' learning. Parent involvement helps guide children's learning, as well as allowing the evaluation of teachers and administrators, who also sign the contract. Curriculum nights are offered throughout the year and provide parents with a window to view concepts that their child has participated in and see how the assignments align with the Common Core Georgia Performance Standards. Finally, parents are able to offer confidential responses through a feedback survey, Spring Place Parent Survey that is available through the school media center, a hard copy, or on our school web site. Collectively, these programs work effectively at keeping the pathways of communication open for parents, teachers and

administration, as well as letting parents be involved in creating a constructive learning environment for their child.

- SPE aligns parent trainings based on the Parent Survey results.
- Parents receive information about SPE Title I program through monthly newsletters from the administration, the school website, text messages, and informative handouts provided at school events. The annual Title I meeting took place on September 10, 2013. The newsletters contain information that relates to assessments of students, curricula emphases, and standards based instructional practices and activities. Meeting dates and upcoming events are featured as well, encouraging parents to be available for school functions geared toward decision-making processes. The newsletters are also translated into Spanish so that all families of SPE students are informed. SPE has a website that contains information related to Title I and its programs and is updated frequently. At Open House and at various Curriculum Nights throughout the year, Title I information is available for parents to review.
- Curriculum Nights, with varying themes, are available to provide specific training opportunities for parents that relate directly to student expectations and achievement levels. These standards-based family events are scheduled to correlate with Tiger Club meetings to provide parents a forum in which to address concerns and provide valuable comments that influence the decision making process. Productive workshops that Spring Place will host during the 2013-2014 year are:
  - Annual Title I Meeting
  - Parent Orientation / Open House
  - Grandparents' Days – Grandparents/ loved ones eat lunch with their students and visit the Book Fair.
  - Common Core Georgia Performance Standards (CCGPS) Family Night at McDonald's – CIF dispenses grade level specific information about CCGPS to parents; student council members provide families with brochures and bookmarks presenting information about the online resources for students.
  - Family Literacy Night – End of Year Test Preview for Parents – Media Resources Training – Coordination with the Pre-K and ESOL programs—CIF dispenses information about each grade level's English Language Arts Curriculum to Parents: "How to Help Your Child Succeed in School"
  - CHAMPS Graduation – Students share CHAMPS essays -- award for positive behavior given to one student
  - Science Family Night – coordination with the Children's Discovery Museum
  - Distinguished Honor & Designation information
  - Online Achievement Series (OAS) Training
  - Technology Night – Web Resources
  - GAPSS committee review
- Spring Place Elementary uses a school-specific parent survey as the yearly parental evaluation tool. The responses to the survey, along with information relevant to the CRCT, are used to create areas of emphasis for the school-wide improvement plan. Two



areas where the survey revealed a deficit in the home environment are: 1) “The school provides information about how to support student learning at home” (question 14). 2) “The school provides information about effective parenting techniques” (question 14). With a Hispanic population of 41%, non-English speaking parents cannot communicate effectively with the teachers and staff of Spring Place. The Spring Place School Improvement Team has worked to provide detailed information to parents in the following areas:

- Newsletters – Tiger Tales provided monthly in English and Spanish.
- Parent invitations to various workshops in both English and Spanish.
- Weekly parent English classes to teach parents Basic English literacy skills, conversational English, and how to communicate effectively in writing with the school.
- Media Center Resources Trainings
- Infinite Campus – understanding the report card
- Infinite Campus Training
- Math Trainings and Workshops
- Other areas being considered for improvement are community learning opportunities, as well as leadership development opportunities.
- Spring Place Elementary has in place a parent-volunteer program that allows parents to assist teachers in ways which will allow more personal assistance to the students.

For the 2013-2014 school year and all subsequent years, Spring Place will implement the following programs, as well as expand on existing communication practices to further facilitate the ideas of its parents. Some of the projects are:

- Transitional Programs such as Pre-K to Kindergarten and Elementary to Middle School will allow parents to better prepare their child for upcoming transitions. Additionally, sixth grade students will participate in sixth grade graduation ceremonies.
- Send invitations in English and Spanish to parents about all school sponsored events.

B. We have developed a parent involvement policy that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

*Response:*

- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year:
- SPE holds multiple Kindergarten orientations – allowing Pre-K students to tour kindergarten and meet the teachers.
  - SPE offers ELL and other language tutorial services to all students needing language assistance.
  - For qualifying students in grades 1<sup>st</sup> through 6<sup>th</sup>, EXCEL testing is available in September.
  - SPE offers the Second Step character education program grades K-6.
  - Morning announcements focus on specific skills during the week. Announcements are student led and are coordinated by the administrators.
  - 5th graders participate in the CHAMPS program with local law enforcement facilities.
  - Upcoming middle school students (6th graders) are allowed to visit the middle school they will be attending. This allows students to become familiar with the middle school and may alleviate some nervous feelings they have about moving up to the next grade level. During the tour, students are made aware of elective courses that will be available to them during the next school year.
  - The middle school principal and athletic director speak to sixth grade students and inform them of the various programs offered to them in middle school.
  - Sixth grade students participate in a before school orientation.
  - Sixth grade students will participate in sixth grade graduation ceremonies.
  - There is a Commitment to Graduate (C2G) schoolwide focus.
    - Teachers support this focus by having their students write goals of what they want to do after high school graduation. Teachers post these student commitments outside their classrooms.
    - Students are taught different career clusters in each grade level to introduce career choices and necessary skills.
    - Each teacher posts where he / she graduated from high school, college, and higher education institutions outside his / her classroom.

\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

*Response:*

A. The ways that we include teachers in decisions regarding use of academic assessment are: Spring Place Elementary teachers use a wide variety measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program. Teachers meet quarterly during half days and weekly in grade level meetings to discuss data.

Spring Place Elementary teachers use the following assessments:

- CRCT scores from the 2012-2013 school year
- Pre and Post Test scores
- End of Year Test scores
- Achievement Series Benchmarks
- DIBELS results
- Informal Phonics Assessment (when necessary for RTI or needs-based groups)
- Developmental Spelling Inventory
- Sight Word Assessment
- Teacher Developed Tests
- Textbook Tests
- COGAT scores, KTEA, Torrance Test of Creativity for EXCEL eligibility
- GKIDS scores for kindergarten
- ACCESS Test for ELL students
- Math Fact Fluency

Spring Place Elementary teachers use these assessments to:

- develop curriculum pacing guides
- develop needs based groups
- determine students' independent reading levels
- determine students' instructional levels
- plan intervention strategies for individual classes and ELL students
- develop RTI strategies
- develop Individualized Education Plans (IEP) for ESS students
- develop accommodations for instruction and testing
- plan enrichment activities for EXCEL students
- plan for differentiated instruction
- plan collaboratively as a grade level
- plan vertically across grade levels
- develop essential questions and Higher Order Thinking (H.O.T.) Questions

\*8. Coordination and integration of Federal, State, and local services and programs.

*Response:*

- A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

**The College and Career Ready Performance Index (CCRPI)** which Georgia uses for state accountability purposes. The CCRP has multiple indicators to determine a school's performance.

**Southern Association of Colleges and Schools (SACS)**

Spring Place Elementary School was initially accredited by SACS in 2003.

**Department of Human Resources**

The DHR provides referral services and support for students who have been abused or neglected. They work directly with our school counselors and social worker to provide necessary services.

**Student Resource Officer Program**

Spring Place Elementary has a resource officer available who helps maintain school safety. This program is a partnership with the Murray County Sheriff's Department.

**United Way of Northwest Georgia**

The United Way offers programs and resources to the students and families of Spring Place Elementary School. A direct service of the United Way at Northwest is the 4-H Program of Murray County.

**School Nutrition Program**

Eighty Four Percent of the students at Spring Place Elementary qualify for free and/or reduced price meals. These students are served through the school's nutrition program which provides breakfast and lunch daily for all students.

**First United Methodist Church of Chatsworth**

This organization provides weekly bags of food supplies to supplement low income families.

**Murray County 4-H**

This organization provides academic enrichment activities in research, writing, and speaking skills.

**Commitment to Graduate (C2G) Partners**

Our Commitment to Graduate (C2G) Business Partners are Mattress Overstock of Chatsworth and General Appliance Service Company. These companies display articles and student work encouraging graduation.

**Partners in Education**

Many local businesses provide both monetary support and volunteer hours to the school. Many partners provide incentives for student achievement and attendance, while others supply much needed volunteers to help with school activities.

**Choosing Healthy Activities and Methods Promoting Safety (CHAMPS)**

Fifth grade students at Spring Place Elementary participate in this program which is sponsored by the Murray County Sheriff's Department. The program gives fifth grade students the skills they need to avoid involvement in drugs, gangs, and violence.

8(b). Description of how resources from Title I and other sources will be used.

<b>Grant</b>	<b>School Year 2013-2014</b>
Title I, Part A: Improving Basic Programs Operated by Local Education Agencies	Academic Coaches; other personnel paid through Title I; reading interventionist; 3 <sup>rd</sup> and 4 <sup>th</sup> grade science Lab teachers, Achievement Series; benchmark development; Fast ForWord; technology equipment; ODYSSEY; pre-k, parental involvement; before/after school instruction. List what you use; instructional supplies; technology; professional development activities
Title I, Part C: Education of Migrant Children	Supplies for migrant population; migrant coordinator that identifies and provides outreach to families.
Title II A: Teacher and Principal Training and Recruiting Fund	Provides funds for academic coaches, funds reimbursement for certification tests, provides funding for teacher recruitment activities, provides professional development to improve differentiated instruction, provides evaluation training for administrators to improve instruction.
Title IIIA: English Language Acquisition, Enhancement, & Academic Achievement	Provides two interpreters for parent involvement; books; supplies for ELL population; training for teachers.
IDEA Part B	Achievement Series, ODYSSEY; Staff Development for core content areas, RTI, differentiated instruction, provides behavior intervention specialist, ESS social worker, ESS Transition Coordinator, ESS Parapros, Diagnostician, MY ACCESS
Homeless	School supplies; training for homeless liaison and social worker; travel for tutoring.
State Funds	Salaries; textbooks; supplies; professional learning
Local Funds	Salaries; textbooks; operations; Technology; travel(in-county)DIBELS assessments
Other	Commitment to Graduate (C2G) Business Partners: Spring Place's Commitment to Graduate (C2G) Business Partners are

	Mattress Overstock of Chatsworth and General Appliance Service Company. These companies display articles and student work encouraging graduation.
School-to-Work Opportunities Act of 1994,	Work-Based Learning: Workplace mentoring; Instruction in general workplace competencies; and A planned sequence of job training including pre-employment and employment skills to be mastered at progressively higher levels, relevant to a student's career major and leading to the award of a skill certificate. School based learning: Career awareness, career exploration and counseling
the Carl D. Perkins Vocational and Applied Technology Act	organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree-list pathways
National and Community Service Act of 1990.	<b>Senior Corps</b> , which incorporates the longstanding Foster Grandparents, RSVP (Retired and Senior Volunteer Program), and Senior Companion programs; The newly created <b>AmeriCorps</b> , which incorporates the longstanding VISTA, the new National Civilian Community Corps programs, and the full-time demonstration program that had been established under the 1990 Act; and <b>Learn and Serve America</b> , formerly known as Serve America.
Striving Reader Grant	<b>Federal Grant:</b> The Striving Reader Comprehensive Literacy Grant will provide the tools and professional development to implement the Georgia State Literacy Plan and the Common Core Georgia Performance Standards. The SRCL will help to increase student literacy through: professional development in literacy, CCGPS, and differentiation for all teachers, and upgrading technology tools such as computers, electronic readers, software programs, diagnostic tools, networks, and literacy building tools.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Spring Place Elementary's Schoolwide Title I Plan was developed in coordination with the mandated programs including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with

effective, timely additional assistance. Those activities are:

- To specifically help struggling students, teachers develop ways to differentiate instruction and implement these practices in order to meet the needs of all students.

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

- Teachers administer pre and post benchmark assessments using Achievement Series. These benchmarks are aligned with the CCGPS and the Georgia Performance Standards (GPS). Benchmarks are administered three times a year. There is a summative assessment at the end of the year (Student Learning Objective Testing for grades 1 and 2 and the EOY Evaluation -formerly the CRCT- for grades 3-6). An Informal Phonics Inventory (IPI) is administered to students in first grade three times a year. The IPI is administered to students in second through fifth grades for only those students in strategic and intensive according to DIBELS Next. The IPI is administered to Kindergarten students once a year (at the end of the year).
- Reports are printed and analyzed by teachers at the end of each assessment.
- Teachers meet in grade level teams to compare data and determine strengths or areas of need in the curriculum.
- For grades 3-6,
- Teachers utilize:
  - iReady
  - Scholastic Reading Inventory (SRI)
  - Informal Phonics Inventory (IPI)
  - Fast ForWord
  - Math Fact Fluency
  - Response to Intervention (RTI)
  - *Study Island, Brain Pop, Reading Eggs, Tumblebooks, Learning.com*
  - Student Learning Objective (SLO) Testing for grades 1-2
  - End of Year (EOY) Evaluations
  - iPads for individual assessments
  - Computers for individual assessments
- Spring Place Elementary administers DIBELS (Dynamic Indicators of Early Literacy Skills) Next, a scientifically-research based assessment, three times a year. DIBELS Next is a screening tool to identify students who are at three levels of reading performance (Intensive, Strategic, and Benchmark) in different subtests. The subtests are administered by grade level as follows:
  - Kindergarten: Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF).
  - First Grade: Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF).
  - Second Grade: Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) at the beginning of the year; only ORF from the middle of the year to the end of the year.

<ul style="list-style-type: none"> <li>○ Third Grade–Sixth Grade: Oral Reading Fluency</li> <li>● Dependent on the results of the benchmarks, teachers progress monitor students on a weekly, bi-weekly, or monthly basis. Student progress toward grade-level goals is recorded in data notebooks.</li> <li>● Teachers at Spring Place Elementary administer a Sight Word Assessment on all students K-3rd grade.</li> <li>● Teachers at Spring Place Elementary administer an Informal Phonics Survey to red and level students in 1st-3rd grade. This is a research-based assessment used to determine deficient areas in phonics in order to guide instruction for those students in need. Teachers use the Elements of Phonics program to address identified needs.</li> <li>● Teachers at Spring Place Elementary constantly monitor student progress by using weekly assessments from adopted curriculum materials and teacher-made tests.</li> <li>● Spring Place staff utilizes tiered instruction small groups, intervention within the school day, and before and after school tutoring.</li> </ul>
<p>9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.</p>
<p>Teachers at Spring Place Elementary will participate in the following professional learning opportunities during the 2013-2014 school year:</p> <ul style="list-style-type: none"> <li>● TKES</li> <li>● Differentiation</li> <li>● Edmodo Platform</li> <li>● Higher Order Thinking Strategies</li> <li>● Learning.com training</li> <li>● Writing across the curriculum training</li> <li>● Teachers will participate in trainings pertaining to developing Student Instructional Plans (SIP) and Response to Intervention (RTI) plans for targeted students who failed the reading and/or math portions of the CRCT.</li> <li>● The County Instructional technology Specialists offer periodic technology classes to keep employees abreast of current effective technological instructional strategies.</li> </ul>

<p>9(c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.</p>
<p>Teachers at Spring Place Elementary strive to keep open communication lines with parents. Teachers will host several parent nights throughout the 2013-2014 school year including:</p> <ul style="list-style-type: none"> <li>● Book Fairs</li> <li>● Parent Portal Training</li> <li>● Annual Title I Meeting</li> <li>● Parent Orientation</li> <li>● College and Career Ready Performance Index (CCRPI)</li> </ul>



- Common Core Georgia Performance Standards (CCGPS) and GPS
- RTI
- Parent Teacher Conferences
- Family Reading Night (Literacy Night with Holiday Twist)
- CCGPS MacDonald's Family Night
- Coordination with the Pre-K and ESOL programs
- CHAMPS Graduation – Students share CHAMPS essays -- award for positive behavior given to one student
- Science Family Night
- Distinguished Honor & Designation information
- Classroom teachers have also developed websites and newsletters to assist in parent-school communication.
- Parents at Spring Place Elementary participate in on-line surveys and are able to access the I-Parent program through the county web site in order to keep track of their children's academic progress.
- The compact among parents, students, teachers, and administrators is sent out each year to assure parents of the importance of open communication.

10. Description of how individual student assessment results and interpretation will be provided to parents.

- Spring Place Elementary utilizes many different methods to provide parents with student achievement data throughout the academic year.
  - Parents may continually monitor their child's progress through *Infinite Campus*. This is an interactive program that allows parents to access information about their child's grades in each subject area.
  - Parents who do not have internet access are kept informed about their children's progress through mid-grading period progress reports (about every four weeks) and report cards issued every eight weeks.
  - Teachers conduct conferences with parents to sight words, DIBELS scores, math fluency assessments, reading fluency assessments, GKIDS results, and benchmark scores.
  - Students are given benchmark pre and post-tests every nine weeks to monitor progress toward mastery of the Georgia Performance Standards and the Common Core Georgia Performance Standards.
  - Teachers use the Georgia Department of Education's Online Assessment System (OAS) and Achievement series to track benchmark results and progress toward mastery of the standards.
  - Parents of students who qualify for exceptional student services (ESS) meet with a team of teachers annually to discuss progress and to draft an IEP in which individual goals are created. These parents are then provided with an IEP progress report every eight weeks.
- The state of Georgia provides Spring Place Elementary with Criterion Referenced

Competency Test (CRCT) scores every spring.

- These scores are provided for each individual student in the school and for the school as a whole.
- Achievement data provided by the state of Georgia is accurate and reliable; therefore, the disaggregated data pertaining to each sub-group within the school is accurate and reliable.
- Teachers use this information to identify groups of students who are not meeting standards, students who are meeting standards, and students who are exceeding standards.
- Parents are provided with a copy of their child's test scores before the end of each academic year.
- Teachers are provided with a detailed print-out from the state of Georgia that gives parents information about their students' performance in every area tested by the CRCT.
- Academic assessment results, such as CRCT scores, are provided to SPE only in English; however, the school has several staff members who speak Spanish fluently.
  - These staff members are available on a daily basis to translate and explain information to parents.
  - These Spanish speaking staff members also make themselves available to attend conferences with parents and teachers so that non-English speaking parents may fully understand their child's academic progress.
- At Spring Place Elementary, instruction is data driven, however, the staff wholeheartedly believes in educating the entire child.
  - Much of SPE classroom assessment information is taken from teacher observations, portfolios, and rubrics.
  - The students are asked to perform tasks outlined in the Frameworks lessons for the Common Core State Standards, and these tasks are used to assess mastery of the performance aspects of the standards.
- *Study Island*, *Education City*, *XtraMath*, *Reading Eggs*, and *Learning.com* will be used in the 2013-2014 school year.
  - *Study Island* is used by students in grades 3-6 to familiarize them with the format and standards tested on the CRCT.
  - *Education City* is a program designed for grades K-6 to enhance instruction in Science, Language, and Math.
    - It is aligned with the Common Core Georgia Performance Standards and allows the teacher to assign activities that address student needs.
  - *XtraMath* provide teachers the ability to monitor students' understanding as they practice and to generate detailed performance reports to reveal the students' mathematical abilities.
  - *Reading Eggs* will be used by students in grades K-2 to help improve their reading fluency and comprehension.
  - *Learning.com* will be used by students in grades K-6 to help them develop and

- strengthen 21<sup>st</sup> century technology skills.
- Student progress and performance are tracked in all current programs.
- Assessment data is also used to identify struggling students who need a RTI plan developed.
  - Parents, the classroom teacher, the English Language Instructor, the EXCEL teacher, the Speech Language Pathologist, the school psychologist, school counselor, school nurse, CIF, and administrators serve on the committees as needed to make decisions regarding instruction.
  - Students progress through a series of four tiers, each with intensified interventions.
  - If interventions are unsuccessful, the student is referred to the school psychologist to determine eligibility of further assessments.
- Each year SPE will meet as a team to assess the effectiveness of the School Improvement Plan by evaluating each individual goal and the methods we used to achieve the goal.
  - The leadership team will assess the goals to see if they are still valid school improvement goals and will assess the validity of the methods we chose to achieve the goals.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

- The Georgia achievement results are reliable and valid. Teachers are provided with detailed CRCT reports in which all data is disaggregated by the following sub-groups:
  - All students
  - White students
  - Black students
  - Hispanic students
  - Asian students
  - Multi-racial students
  - Students with Disabilities
  - English Language Learners
  - Economically Disadvantaged Students
- Teachers use this data to tailor the instruction and assess academic needs in the school. All assessments listed in Component 10 are driven by the CCGPS and are reliable and valid based on state regulations.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The Georgia achievement results are reliable and valid. All statistical analysis and disaggregation of data is conducted by the Department of Education and provided to Spring Place every spring in order to determine progress toward the annual measurable objective for each year.

13. Provisions for public reporting of disaggregated data.

- Spring Place Elementary shares disaggregated data in these ways:
- Data walls are displayed in the data room, office hallway, and each classroom.

- Displays on the school marquee/sign
- Southern Association of Colleges and Schools (SACS)
- System website
- School website
- GADOE website at <http://www.gadoe.k12.ga.us>
- Individual student reports are sent to parents/guardians.
- *Tiger Tales*, the school newsletter, related to school-wide performance is sent home.
- School status letter is sent to parents each year.
- Public reporting in the regional newspapers.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

- Spring Place Elementary School has operated as a school wide Title I program since 2002.
- The plan is updated three times each year to reflect the needs of the school based on a comprehensive needs assessment and the evaluation of the current plan.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

- The schoolwide leadership / planning team involves the leadership team which consists of teachers and paraprofessionals, parents and community representatives, and our local website manager.
  - The Composition of the Leadership / Planning Team for 2013-2014:
    - Donna Standridge, Principal
    - Michelle Ridley, Assistant Principal
    - Jennifer Lents, Curriculum and Instruction Facilitator
    - Rebecca Bishop, Media Specialist
    - Regina Mantooh, Kindergarten Teacher
    - Allison Harrison, Second Grade Teacher
    - Karen Edwards, Third Grade Teacher
    - Stephanie Clayton, Fourth Grade Teacher
    - Tabitha McEntire, Fifth Grade Teacher
    - Alan Pacheco, Sixth Grade Teacher
    - Ashley Lawson, EIP Teacher, Fast ForWord Lab Director
    - Celeste Sherrill, Lead ESS Teacher
    - Paige Holder, Parent
    - Larranda Roberson, Parent
    - Billy Gillespie, Parent
    - Shelley Gillespie, Parent
    - Jennifer Knotts, Parent

- Parent, Guardian, and Community Online Survey was created by SPE and is accessible on the Spring Place Elementary website. This survey, offered in Spanish and English, evaluated the school's effectiveness and provided valuable insight into the perception of the school by the community. Parents had the opportunities to take the survey at home or in the Spring Place Elementary media center with guidance from staff members. Additionally, information regarding accessing the survey was included in the monthly publication of *Tiger Tales*, the Spring Place newsletter.
- The schoolwide leadership / planning team utilized test results (Benchmarks, End of Year Test, CRCT, Writing, and DIBELS scores) to develop the plan.
- Copies of the plan were shared with the parents of Spring Place Elementary who were given the opportunities of providing input and voting on it.
- A Spanish translation of materials to correlate with the English translation has been purchased.
- A compact was developed by the leadership team and was distributed during the 2013-2014 school year.
- On September 12, 2013, an Annual Title I meeting was held. A PowerPoint about Title I was shown, and handouts were given to parents to explain the ways in which Title I funds are spent.

16. Plan available to the LEA, parents, and the public.

- The plan was made available to the public via the Spring Place Elementary website.
- A notice informing parents of their opportunity to obtain and evaluate a copy of the plan is posted outside the front office area.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

- Provisions were made to ensure that the plan posted on the website include a Spanish translation for the 2013-2014 school year.
- SPE monthly school newsletter, *Tiger Tales*, informs parents of upcoming events. This newsletter is provided in English and Spanish.
- Spring Place Elementary utilizes a translator as a liaison between Spanish speaking parents/guardians and the school.
- Any document can be translated into Spanish, upon request.

18. Plan is subject to the school improvement provisions of Section 1116.

The plan, subject to the school improvement provisions of section 1116, is available on the Spring Place Elementary website. A hard copy format of the plan is also available in the front office area of the school.